DOCUMENT RESUME

ED 400 425 CE 072 780

TITLE	Ohio Educators Build School-to-Work Partnerships. Implementation Guide.
INSTITUTION	Ohio State Dept. of Education, Columbus.
PUB DATE	Nov 96
NOTE	28p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Community Resources; Compliance (Legal); *Cooperative Programs; Educational Legislation; Educational Needs; *Education Work Relationship; Employment Potential; Employment Practices; Federal Legislation; Federal Programs; Futures (of Society); High Schools; *Institutional Cooperation; Job Skills; Partnerships in Education; *Program Implementation; *School Business Relationship; State Programs
IDENTIFIERS	*Ohio; *School to Work Opportunities Act 1994

ABSTRACT

This guide provides basic information for local boards of education and educators on Ohio's school-to-work system. It contains an overview of the system, a self-assessment tool that can be used in the community, a sample resolution for local boards of education, and other information to assist educators to forge local partnerships. The four sections of the guide provide the following: a letter from the State Superintendent of Public Instruction supporting school-to-work initiatives, an introduction to the school-to-work system, including mission, essential elements, and principles; a description of the delivery system, including state-level activities, regional alliances, local partnerships, and linkages to other educational reform initiatives such as Venture Capital, SchoolNet, Ohio's BEST (Building Excellent Schools for Today & the 21st Century), and Ohio's school-to-work system; and a checklist for building school-to-work partnerships. Five appendixes, which make up more than half of the guide, contain the following: (1) State Board of Education school-to-work resolution; (2) continuum of activities; (3) building school-to-work partnerships; (4) self-assessment school-to-work template; and (5) sample local resolution supporting school-to-work partnerships. A list of 18 resources for additional information is provided. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

IMPLEMENTATION GUIDE

ED 400 425

OHIO EDUCATORS BUILD SCHOOL-TO-WORK PARTNERSHIPS

If partnerships are the heart of Ohio's school-to-work system, schools in Ohio will be the essential partner.

OHIO SCHOOL-TO-WORK

Ohio Department of Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L Daniels

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CE072780

State Board of Education School-to-Work Committee

Michael Schultz, Chair
Virginia Jacobs
Emerson Ross
Jo Ann Thatcher

Committee Staff

Janet Durfee-Hidalgo
Joanna Kister
Vicki L. Melvin
Susan Streitenberger
Gene Todd

John M. Goff
Superintendent of Public Instruction

Gene T. Harris
Chief Program Officer

This document is a publication of the Ohio Department of Education and does not represent official policy of the State Board of Education unless specifically stated.

The production was supported by a FY96 GRF 507 School-to-Work leadership grant to Miami Valley Career Technology Center.

It is the policy of the Ohio Department of Education to offer educational activities, employment practices, programs, and services without regard to race, color, national origin, sex, religion, handicap, or age.

First printing
November 1996

Implementation Guide for Ohio Educators to Build School-to-Work Partnerships

"If partnerships are the heart of Ohio's school-to-work system, schools in Ohio will be the essential partner."

Contents

A Letter to Ohio's Educators 3

Introduction to the School-to-Work System 4
- Mission 5
- Essential Elements 5
- Key System Principles 5

Ohio's School-to-Work Delivery System 6
- State Level Activities 6
- Regional Alliances 7
- Local Partnerships 8
- Linkage to Educational Reform Initiative 9

Building School-to-Work Partnerships 10

Appendix A - State Board of Education School-to-Work Resolution 12

Appendix B - Continuum of Activities 13

Appendix C - Building School-to-Work Partnerships 15

Appendix D - Self-Assessment School-to-Work Template 20

Appendix E - Sample Local Resolution Supporting School-to-Work Partnerships 23

Resources 24

A Letter to Ohio's Educators

Schools must better prepare students for a world that is changing in dramatic ways — and at an astonishing pace. As workplace needs and public expectations change, so does conventional wisdom about educational choices and career preparation.

We in the educational community can do better to help our youth progress smoothly from school to work and further education by making concrete connections between their education and future careers. That is the mission of Ohio's school-to-work system. Achieving this mission will require a team effort on a large scale — parents, citizens, educators, students, workers, community leaders, and other stakeholders cooperating together can make it happen.

If partnerships are the heart of the state's school-to-work system, I believe schools in Ohio will be the essential partner. For this reason, I want to encourage every Ohio school community to support school-to-work. One important first step on this comprehensive journey is for superintendents and local boards of education to take action to reinforce the critical connection between classrooms and workplaces.

If partnerships are the heart of the state's school-to-work system, I believe schools in Ohio will be the essential partner.

Ohio's State Board of Education has established a priority of assuring the opportunity for all Ohio high school graduates to make a successful transition to work or postsecondary education. To further that priority, the State Board formed a school-to-work committee to support strengthening the connections between learning and work. Communicating and implementing policies that enhance state, regional, and local partnerships is a primary goal of this committee. Their first leadership step was to introduce a State Board of Education resolution pledging to encourage local schools and school boards to become actively engaged in school-to-work planning and activities in their communities. Supported by the Ohio School Boards Association, this resolution was adopted unanimously on September 10, 1996 (see Appendix A).

To enhance the development of local partnerships, the State Board's school-to-work committee called for the development of a guide for local boards of education and educators. *Implementation Guide for Ohio Educators to Build School-to-Work Partnerships* provides basic information on Ohio's school-to-work system, including an overview of the system, a self-assessment tool that you can use in your community, a sample resolution that your local board may want to consider adopting, and other information to assist you in your efforts to forge local partnerships.

The challenge of the State Board of Education and local boards and educators is to put it all together — to link school-to-work with other school improvement strategies and to assure that a system of greater student opportunities, expectations, and achievement results from collaborative state, regional, and local partnerships. I am confident that, together, we can meet that challenge.

John M. Goff
Superintendent of Public Instruction
Ohio Department of Education

Introduction to the School-to-Work Systems

The challenge of the State Board of Education and local boards is to put it all together — to make school-to-work link with other school improvement strategies ...

School-to-work is Ohio's commitment to preparing our youth for successful entry into the world of work, and its determination to instill in each of them a desire for lifelong learning. The initiative is an effort to build public and private partnerships that offer pathways to more challenging, better paying careers for Ohio's young people — and avenues to increased productivity and competitiveness for business and industry.

The Need for School-to-Work

- The U.S. Census Bureau reported in "Educational Attainment in the United States: March 1995" that school completion is one of the most important influences on economic well-being. Higher educational attainment tends to be reflected in greater socio-economic success for individuals and the nation.
- Today, 62 percent of all high school seniors go directly to college per a new report, *Youth Indicators 1996* from the U.S. Department of Education. However, the need and opportunity for enhancing Ohio's educational system is great and becoming increasingly more obvious by the following statistics from American College Testing:
  - 26.9 percent of freshman college students dropped out in the 1995-96 year.
  - The graduation rate at four-year colleges was 53 percent, one percent lower than last year.
- In a 1995 survey conducted by the Olsten Forum on Human Resource Issues and Trends and as reported in the *Techniques* September 1996 issue, more than half of the company executives reported that their employees' lack of skills resulted in increased production costs. Responding to the question "What's driving the need for basic training?", executives of companies with less than 500 million in sales reported

Increased computerization	62%
More teamwork or participation	61%
Shortages of qualified applicants	31%
Decreased quality of graduates	31%
New job descriptions	21%
Lag in educational curriculums	3%

- Hoerner and Wehrley in *Work-based Learning: The Key to School-to-Work Transition* noted that
  - At least 50% of our youth are on educational pathways in which they fail, dropout, or are mismatched.
  - Only 15% of the jobs by the year 2000 will be unskilled.
  - Only 25% of the jobs by the year 2000 will require a bachelor's degree or above.

As reported in the National Association of State Boards of Education's (NASBE) document, *Framework for the Future: Creating a School-to-Work System for Learning, Livelihood, and Life,*

> "...the school-to-work vision has grown out of more than a decade of research and reports from educators and the business community alike that have focused on the perilous state of education and its lack of connection to the world of work ... Now it is up to states and local communities to act ..."

School-to-work is not a program. It is an approach to education that enhances the way we prepare Ohio's youth to meet the demands of a highly skilled workforce. Ohio's school-to-work strategy forges connections among education, workforce development, and economic development systems. It unites business and industry, organized labor, higher education, community-based organizations, parents, and educators in an unprecedented partnership to ensure that Ohio's students and workers become continuous learners. It calls for both fundamental changes in how education is delivered as well as a dramatic shift in the roles of teachers, administrators, guidance counselors, students, parents, and community members.

School-to-work is not a program. It is an approach to education ...

... ensure that every Ohio student graduates from high school and beyond with the knowledge and skills needed to succeed in the ever-changing world of work — and is prepared for lifelong learning.

Mission

The mission of Ohio's school-to-work system is "to ensure that every Ohio student graduates from high school and beyond with the knowledge and skills needed to succeed in the ever-changing world of work — and is prepared for lifelong learning." The initial focus of school-to-work was on developing a systems framework that identifies the necessary components to accomplish this mission. The following essential elements and key system principles are contained in the state's framework.

Essential Elements

A school-to-work approach to education includes three basic elements:

- **School-based learning** that includes information on career options and career preparation for all students, as well as applied academics linked directly to workplace situations.
- **Work-based learning** that provides meaningful experiences in the workplace and is coordinated with learning in school.
- **Connecting activities** that lead to active partnerships among education, business and industry, organized labor, parents, and the community.

Key System Principles

Ohio's school-to-work system includes a broad range of education and training options built on existing structures in primary, secondary, and adult education; higher education, and a number of other work force development initiatives. It is comprised of four key principles:

1. **seamless**, with all elements working together toward a single, clearly-defined purpose.

2. **client-driven**, designed to meet the needs of employers and learners, not to serve the interest of providers of education and training opportunities.

3. **results-oriented**, with mechanisms for assessing the performance of learners, providers, and the system, and for ensuring that all participants are accountable for their actions.
4. **community-based**, guided by clear standards and expectations.

The system must have the flexibility that allows local partnerships to design programs tailored to meet local needs. Also, it must have the local ownership that creates and sustains effective school-to-work opportunities.

A continuum of activities and interventions suitable at various stages of development has been adapted from a Council of Chief State School Officers (CCSSO) document. This reference can be helpful to local boards of education as they seek to gather information about a seamless, comprehensive system (see Appendix B).

Ohio's School-to-Work Delivery System

Ohio's school-to-work delivery system contains three levels — state, regional, and local. All are critical to meeting the challenge of fully implementing the mission. As part of a comprehensive system, school-to-work cannot be isolated. It must be part of Ohio's overall education reform and economic development strategies. Establishing school-to-work as a priority at all levels of planning must be assured for the effective integration of state, regional, and local activities. Appendix C provides the roles and responsibilities of all levels.

As part of a comprehensive system, school-to-work cannot be isolated.

State Level Activities

School-to-work efforts have been supported by numerous state agencies, the Ohio General Assembly, the Governor's Human Resources Investment Council (GHRIC), the Building Excellent Skills for Today and the 21st Century (BEST) Coalition, and various groups and organizations representing organized labor and employers. The GHRIC has formed a School-to-Work Committee to serve as a policy and oversight body. Operating under the leadership of the Lieutenant Governor, staff from pertinent state agencies including the Department of Education, Board of Regents, Bureau of Employment Services, and Departments of Development and Human Services provide significant support to the newly formed School-to-Work Office.

Additionally, school-to-work is directly supported by the State Board of Education's Priority 4: "Assure the opportunity for all Ohio high school graduates to successfully make the transition to work or postsecondary education." The State Board of Education formed a school-to-work committee and the Ohio Department of Education created a team of staff members to support the school-to-work mission.

All of the activities undertaken over the past few years were designed to inform and shape the establishment of a school-to-work system, and to ground it on

Ohio's existing structures in primary, secondary, and adult education; higher education; and numerous work force development efforts. More recent efforts have begun to focus on actual implementation of the state's school-to-work system.

In late 1995, Ohio successfully competed for a $45 million, five-year School-to-Work Implementation Grant. This grant serves as seed money or venture capital. Coupled with state and local resources supporting school-to-work concepts, Ohio is creating a comprehensive and coherent system to help all students acquire the knowledge, skills, and abilities required in the workplace and in the community.

Regional alliances promote the formation of local partnerships and further the goals of comprehensive educational and work force reform.

Regional Alliances

Structured according to the twelve economic development regions, regional alliances have been established for the purpose of developing a strong infrastructure to create and sustain a school-to-work system.

The purpose of the regional alliance is to:

- facilitate the creation of a universal, high-quality, school-to-work system that enables youth to identify and navigate paths to productive and progressively more rewarding roles in the workplace
- use workplaces as active learning environments in the educational process by making employers joint partners with educators in providing opportunities for all students to participate in high-quality, work-based learning experiences
- use the venture capital funds for system-change activities that have regional impact
- promote the formation of local partnerships dedicated to linking the worlds of school and work among elementary, secondary, and higher educational institutions, private and public employers, labor organizations, government,

BEST COPY AVAILABLE

community-based organizations, parents, students, local educational agencies, and training and human services agencies
- help all students attain high academic and occupational standards and document the competencies on a credential, such as the Career Passport
- integrate school-based and work-based learning
- build on and advance a series of promising school-to-work activities, programs, and initiatives
- motivate all youth to stay in or return to school or a classroom setting, and to strive to succeed by providing enriched learning experiences and assistance in obtaining good jobs and continuing their education
- expose students to an array of career opportunities, and to facilitate the development and implementation of an Individual Career Plan
- increase opportunities for minorities, women, and individuals with disabilities by enabling them to prepare for careers that are not traditional for their race, gender, or disability
- further the goals of comprehensive educational and work force development reform

Each of the twelve regional alliances formulates a comprehensive regional plan. In June of 1996, the first of these annual plans was submitted to the GHRIC school-to-work committee. These plans outline regional school-to-work system building activities to initiate or enhance the implementation of a comprehensive, sustainable school-to-work system. Regional alliance executive committee membership and regional school-to-work coordinator information are available from the Ohio School-to-Work office.

Principles, Ideas, and Features Shared Among Reform Initiatives

- *Higher levels of achievement*
- *Learning environments*
- *Active, hands-on learning*
- *All children can learn*
- *Thinking and solving problems*
- *New concepts of what teachers are to do*
- *Intensive parent and community involvement*
- *Professional development*
- *Continuous improvement*

Local Partnerships

A local partnership is an entity responsible for local school-to-work programming that offers school-based learning, work-based learning, and connecting activities. Participating members include:

- employers, representatives of local educational agencies and local post-secondary educational institutions (including representatives of area vocational education schools, where applicable), local educators (such as teachers, counselors, or administrators), representatives of labor organizations or non-managerial employee representatives, parents, and students.
- other entities such as employer organizations, community-based organizations, national trade associations working at the local level, rehabilitation organizations and human services agencies, registered apprenticeship agencies, proprietary institutions, vocational student organizations, private industry councils, and others.

Partnerships establish a process for clear identification of the responsibilities and expectations of students, parents, employers, and schools. Local partnerships are created to implement school-to-work initiatives at the community level. Many Ohio local partnerships are undertaking school-to-work demonstrations and prototype development. The Ohio School-to-Work office can provide local partnership descriptions and contact information.

Linkage to Educational Reform Initiatives

Ohio's school improvement efforts have been extensive from preparing new standards for teacher education and licensure to providing resources for technology. All recent reform initiatives whether Venture Capital, SchoolNet, Ohio's BEST, or Ohio's school-to-work system have these common principles, ideas, and features:

- Students will reach higher levels of achievement when more is expected of them.
- Learning environments are based on the vision of helping students achieve higher levels of performance. The specifics of how and what is changed in a school system is derived from those visions.
- Focus is on learning, especially active, hands-on learning. Adults are seen as learners, too, whether they are parents, teachers, or community leaders.
- All children can learn when they are motivated to learn and are given appropriate time and opportunities to learn.
- Students think and solve problems in new ways.
- Teachers are seen as the central actors in making any significant changes, and their latitude for making decisions, collaborating with parents and trying new things is greatly expanded.
- Intensive parent and community involvement is sought.
- Professional development is viewed as a powerful tool for change.
- Student assessment data is used to continuously improve curriculum, instruction, school climate, organization and management to advance student learning.

Again, school-to-work is not a program. School-to-Work is a system change initiative that furthers the goals of comprehensive educational improvement.

Building School-to-Work Partnerships

A school-to-work system helps young people progress smoothly from school-to-work by making connections between their education and their career.

It is now up to you. Here are some steps you can take to begin building a local school-to-work system and to support local school-to-work partnerships:

- ☑ Develop a better understanding of Ohio's school-to-work initiatives.
- ☑ Research existing elements of a school-to-work system. Determine what school-based, work-based, and connecting activities are underway in your school community. Conduct a self-assessment (see Appendix D for school-to-work template/self-assessment tool).
- ☑ Seek information on your regional alliance's plan. Review the nature and direction of this plan.
- ☑ Identify and solicit involvement of key school-to-work partners. Establish, or if one already exists participate in, a committee of stakeholders that have a direct, vested interest in school-to-work.
- ☑ Create a vision statement for school-to-work in your community.
- ☑ Adopt a resolution supporting your local school-to-work vision (see Appendix E for a sample local resolution).
- ☑ Develop school-to-work recommendations and action plan (see Roles and Responsibilities table found in Appendix C).
- ☑ Link other school improvement strategies such as, Venture Capital, School Net, and Tech Prep.
- ☑ Support a communications plan to (a) promote the benefits of a school-to-work system, (b) address community concerns, and (c) to inform your community on progress made at regular intervals.

Appendices

Appendix A

State Board of Education School-to-Work Resolution

WHEREAS the State Board of Education provides leadership for education in Ohio; and

WHEREAS the State Board of Education has recognized as a priority the importance of assuring the opportunity for all Ohio high school graduates to make a successful transition to work or postsecondary education; and

WHEREAS this priority of the State Board of Education supports Ohio's School-to-Work mission of "ensuring that every Ohio student graduates from high school and beyond with the knowledge and skills needed to succeed in the ever-changing world of work — and is prepared for lifelong learning;" and

WHEREAS the State Board of Education can ensure that School-to-Work systems are integrated into state education reforms that support greater expectations and higher educational performance for all students in Ohio; and

WHEREAS local communities are in the process of designing effective School-to-Work plans by building public and private partnerships that forge connections among their education and work force development systems and unite schools, parents, business and industry, organized labor, community-based organizations, and higher education; and

WHEREAS Ohio schools must be active participants in state, regional, and local School-to-Work plans and initiatives for local School-to-Work initiatives to be successful, and be prepared to provide every student with the opportunity to be educated through applied learning that allows students to relate knowledge and skills learned in the classroom to tasks and situations that occur in real life; Therefore, Be It

RESOLVED, that on (DATE), the State Board of Education does hereby pledge support for Ohio's School-to-Work mission; and Be It

FURTHER RESOLVED, that the State Board of Education does hereby pledge to encourage local schools and school boards to become actively engaged in School-to-Work planning and activities in their respective communities and regions.

September 10, 1996

Appendix B

Continuum of Activities

This chart adapted from a Council of Chief State School Officers document represents a continuum of activities and interventions suitable at various stages of development. Elements create a seamless and comprehensive system of youth preparation leading to productive employment, responsible citizenship, and lifelong learning.

K - 6 Elementary

Child-centered school environment.

Safe and structured school environment.

Uniformly high expectations for all children.

Strong family, community, and school partnerships.

Community partnerships designed to support civic responsibility and career exploration strategies.

Development of positive relationships and close and sustained interactions among peers and adults.

Academically challenging, integrated, applied, and hands-on core curriculum.

Flexible school scheduling.

Fostering of health, fitness, teamwork, and cooperation.

Learning communities emphasized.

6- 8/9 Middle Grades

Support for transition to middle grades.

Use of authentic assessment and student portfolios to document progress.

Adaptive learning/instruction strategies to accommodate individual styles and needs.

Tutoring and other supports to ensure that students progress on grade level.

Instruction in generic cognitive skills (problem-solving, decision-making, goal-setting, and planning) and communication skills.

Work concepts and career awareness integrated into the core curriculum.

Multiple opportunities for hands-on, applied learning experiences.

Engagement of families in education.

Involvement of employers, businesses, and related intermediary organizations.

Initial development of an individual education and career plan.

Recognition of students' individual responsibility and independence.

Access to accurate and comprehensive information about labor markets and workplace trends for all students and their parents.

Extensive use of career exploration that includes work-site exposure and experience.

Opportunities for mentoring and building relationships among students, staff, and adults in the community.

Teacher/student relationships strengthened.

Supports for accelerated student learning, achievement, and empowerment.

Schools provide flexible times, places, and strategies for learning.

9-12 High School

Pathways to success that are clear, attainable, and worthwhile and that lead to degrees and credentials.

Multi-year, quality, work-oriented curricular sequences that span secondary and postsecondary education and training.

Detracking, merging, and replacement of the college prep, general, and vocational education tracks with new, high-quality, academic-career majors.

Support for transition to high school.

Interdisciplinary teaching and teaming.

Occupational/technical clusters based on strong academics and broad occupational knowledge and skills.

Contextual and applied learning in diverse settings and conditions.

Instruction and work experiences become more focused to reflect student interest, but also ensure a broad, solid base of knowledge within an occupational/career cluster.

Planning and collaboration opportunities for academic and technical teachers to support integrated curriculum.

Students prepared for immediate entry into work force and/or postsecondary education.

All students have access to postsecondary education and training.

All students have opportunity to complete an academic core, career major, or occupational-specific program, and a work-site learning component.

Community-based services for at-risk youth.

High-quality avenues of access to learning and work experience.

Instructional practices, programs, and services tailored to the special needs of youths.

Empowerment of youth to advance their careers.

Post-job placement support to help with retention and career advancement.

Well-structured and coordinated on-the-job training and school-based learning.

Admission requirements to postsecondary institutions move to performance-based assessment, accepting applied learning and work-site learning experiences for admission.

Stronger articulation between high school and postsecondary curriculum.

Appendix C

Building School-to-Work Partnerships

Roles and Responsibilities

To support local school-to-work partnerships, it is necessary to fully understand the roles and responsibilities of the state, region, and local levels. The following chart reflects the essential components (i.e., curriculum and instruction, portable credentials, work-based learning) addressed in the federal implementation application and the roles and responsibilities of all partnership levels.

School-to-Work Partnership Roles and Responsibilities

	State Management System	Regional Alliances	Local Partnerships
Student Performance Standards	Identify and establish occupational, employability, and academic standards (building on existing competency models); develop Ohio's competency model linkages to national skill standards; and determine entry, skilled, and professional levels of competency within the career clusters.	Contribute to the identification and establishment of competency models; involve business and industry and others in the development and implementation of competency models.	Align curriculum and instruction to meet competency model expectations; determine how learners will achieve the competency levels.
Work-based Learning Opportunities	Establish baseline criteria for work-based learning activities; link with and obtain commitment from trade groups and statewide employer organizations; and analyze barriers to student and employer participation (e.g., child labor laws and liability).	Develop plan for contact with all employers; work with employers to develop training agreements that include the identification of transferable skills; engage partnership to implement opportunities for all students; and identify barriers in federal and state laws and policies that inhibit the provision of STW services.	Provide and monitor individual experiences; assure continuous participation by employers; and identify barriers in federal and state laws and policies that inhibit the provision of STW services.

	State Management System	Regional Alliances	Local Partnerships
Stakeholders' Community Involvement	Create state-level government structure that involves vested parties under the GHRIC: establish baseline criteria for membership of regional and local partnerships; identify existing incentives that drive action within education and work force training systems; and develop and implement new incentives to gain participation and increase commitment of all stakeholders.	Establish regional partnership structure and ensure compliance with membership criteria set by the State; develop and implement communication/outreach strategies for obtaining active involvement by stakeholders; determine roles and responsibilities of all parties; and establish and implement formal agreements and/or memoranda of understanding.	Establish local partnerships and ensure compliance with membership criteria set by the State; develop and implement communication/outreach strategies for obtaining active involvement of stakeholders; determine roles and responsibilities of all parties; and establish and implement formal agreements and/or memoranda of understanding.
Professional Development	Establish a cohesive professional development framework for educators and work-based mentors; determine their professional development needs and how best to deliver those services; connect multiple delivery systems; determine incentives to gain participation of educators and others in professional development opportunities to be provided; infuse contextual learning methodology in colleges of education; and review credentialing criteria of professionals to remove possible barriers.	Develop and implement a plan to address professional development framework; and provide quality professional development opportunities that offer beginning, intermediate, and advanced training related to STW needs.	Determine need and provide input into planning process and development of appropriate resources; change teaching and learning methodologies, incorporating integrated and contextual approaches; and remove disincentives to participation and provide access to services.

	State Management System	Regional Alliances	Local Partnerships
Student Assessment	Assure availability and understanding of multifaceted assessments to uniformly address academic, employability, and occupational competencies; and support pilot work-based, contextual assessments to be used at various career levels as points of entry and exit by building upon existing assessments such as Work Keys.	Develop pilot work-based, contextual assessments and provide technical assistance to implement these assessments; develop a plan to assure quality, targeted, work-oriented student assessment.	Use multifaceted, contextual assessments to improve curriculum and instruction decisions; implement pilots; and provide students, parents, business partners and the State with formative and summative assessment results.
Curriculum and Instruction	Establish broad career clusters; assist in defining a common core of competencies in each cluster, building on the State curricula models; explore the need for new curriculum models as well as new teaching methodologies; and consider the development of a center for an integrated pre-K through higher education curriculum.	Adopt core competencies and implement a seamless (and unduplicated) curriculum based on the same; establish partnerships within a region to assure student access to the broad array of career preparation; and share best practices and contextual lessons.	Change teaching and learning methodologies incorporating integrated and contextual approaches; integrate academic and technical/occupational instruction; and review and change curriculum annually, based on changes in the work world.
Portable Credentials	Develop a standardized credentialing model building on Career Passport; assist colleges or universities and employers to recognize credentials for placement and employment decisions.	Provide technical assistance to local partnerships to implement Career Passport process; develop outreach initiatives to colleges or universities and employers and parents, to recognize the credentials.	Implement system by providing students with State and regionally recognized Career Passport; utilize the portable credential for placement and employment decisions.
Program Standards	Set program standards for State; disseminate program standards to regional coordinators; and determine, in consultation with regional coordinators, actions necessary to assist local partnerships in meeting program standards.	Organize input from stakeholders regarding program standards; disseminate organized input to State and local partnerships; confer at State level on actions necessary to assist local partnerships in meeting program standards.	Operate programs that meet standards; provide information to State via regional coordinators on setting program standards; provide information to regional coordinator on how they are meeting program standards.

	State Management System	Regional Alliances	Local Partnerships
Evaluation	Define key evaluation terms; review information collected through local partnership's self-assessment process; track participant outcomes beyond secondary school; review data on extent to which employers and schools are fully involved in STW system.	Define key evaluation terms; review information collected through local partnership's self-assessment process; collect data on extent to which employers and schools are fully involved in STW system.	Define key evaluation terms; conduct needs assessment activities; document; benchmark; review information collected through local partnership's self-assessment process; track and report on extent of participation of students in STW; track and report on impacts that occur while students are still in school; track and report outcome information.
Information Systems Linkage	Link existing state information systems; establish common definitions of data terms to be coordinated with the need for the same in the communications/outreach and evaluation efforts; and develop electronic bulletin board via Internet to promote information exchange and dissemination.	Assist users in linking these information systems; provide information and training on systems usage and common definitions; participate in dialogue using the electronic bulletin board; and provide regular updates of regional activities to the bulletin board.	Provide hook-ups to systems; provide summative information with local constituents and training on systems usage and common definitions; participate in dialogue using the electronic bulletin board; and provide updates of local activities.
Communications and Outreach	Establish a strategic plan to facilitate networking among partners; develop communication resources; support statewide and regional conferences to disseminate information and to encourage system investment; and implement the memorandum of understanding.	Include in the regional plan outreach strategies to network all stakeholders; develop communications resources and provide input on those developed at the state level; and conduct regional conferences to disseminate information, facilitate networking, and encourage system investment.	Include in a local plan outreach strategies to network all stakeholders; provide input on communications resources developed both regionally and at the state level; use those materials to provide a consistent message on STW within local communities; and conduct local meetings to disseminate information and facilitate networking.

	State Management System	Regional Alliances	Local Partnerships
Participation of All	Ensure equal access to opportunities by linking with existing systems; support development of models to meet the needs of all students.	Develop a plan to connect existing systems, communities, and parents to ensure participation and access.	Provide opportunities for all students; develop and execute a plan linking existing systems, communities, and parents to ensure participation and access.
Resources	Align and coordinate federal and state funding resources; develop a plan for substate system disbursement of existing resources to support STW; and set criteria for distribution of resources.	Determine need for resources within a region; provide technical assistance for local planning and coordination to assure compliance with state criteria.	Utilize resources to deliver school-to-work opportunities.

Appendix D

Self-Assessment School-to-Work Template

The self-assessment, adapted from a national template, summarizes the key components that are essential for a school-to-work system. The template is also included in the *Journey to Success* Resource Series that consists of four booklets offering strategies with hands-on tools, suggestions, and resources that address one or more of the eight National Education Goals. Since systems grow and change as they evolve, the template includes a time dimension that extends across planning stages through the implementation of a school-to-work system.

The template is designed for use as a self-assessment tool at the state, regional, and local levels. It should help identify gaps, next steps, and technical assistance needs for building a school-to-work system in a community. It is not intended to serve as an evaluation tool or device for comparing one site against others.

Note that the vision column is separated from the other columns by a double line. This differentiation highlights the fact that visioning is a continuous process. As one moves through the various stages of the system-building process, this vision will reflect the lessons learned.

School-to-Work Template

School-Based Elements	Stage of System Building			
	Vision	Planning	Early Implementation	Maintaining the System
Restructure school schedules for students and teachers				
Establish career paths - K-16 system				
Change culture of schools around STW system				
Consider restructuring schools around career majors, including all aspects of industry				
Align ongoing programs to STW system				
Gain and maintain support and participation of:				
Students				
Teachers				
Parents				
School boards				
Teacher (and other school-related) unions				
Counselors				
School and district administrators				
Community-based organizations				
Establish rigorous academic content and performance standards				
Develop and integrate curricula				
Engage employers to assist schools with curriculum restructuring and all other STW activities				
Link school activities with activities in the workplace — e.g., joint curriculum development, personnel, roles, and connections between teachers and work site supervisors				

School-Based Elements	Stage of System Building			
	Vision	Planning	Early Implementation	Maintaining the System
Develop site-based collaboration for STW activities				
Build in collaboration time for teachers				
Provide professional development opportunities				
Offer teacher internships at work sites				
Reform postsecondary teacher education (preservice/inservice)				
Implement innovative teaching methodologies				
Use applied learning methodologies				
Use authentic assessment				
Offer comprehensive career counseling				
Develop individual education and career development plans				
Provide generic job-related skills (e.g., interviewing, job search, and resume development)				
Serve all students and provide equal access to all program components for:				
Out-of-school youth (graduates & dropouts)				
Low-income youth				
Low-achieving youth				
Limited-English speakers				
Youth with disabilities				
Academically talented youth				
Youth in rural areas				
Young women in non-traditional employment				
Work-Based Elements				
Recruit employers				
Recruit unions				
Maintain support and participation of employers and unions				
Adopt work-based learning curricula				
Offer a continuum of work-based learning (job shadowing, structured work experience, paid work experience)				
Provide alternative strategies for work-based learning				
Develop and implement community-based service learning				
Structure a planned program of training, including individualized student work site learning plans				
Place and support students in the workplace				
Provide employee development to ensure quality work-based learning				

BEST COPY AVAILABLE

Work-Based Elements	Stage of System Building			
	Vision	Planning	Early Implementation	Maintaining the System
Review health, safety, and legal issues				
Document general workplace competencies				
Establish occupational skill standards				
Serve all students and provide equal access				
Connecting Activities				
Generate strategies to connect school-based and work-based learning				
Develop collaborative agreement between schools and employers				
Develop collaborative agreements between secondary and postsecondary education				
Design processes for connecting intermediary organizations to school-to-work system				
Conduct marketing and PR for all stakeholders:				
Students				
Teachers				
Parents				
School boards				
Counselors				
School and district administrators				
Employers				
Unions				
Community-based organizations				
State and local officials				
Support continued involvement of all stakeholders				
Establish governance, leadership, and coordination at all levels				
Connect to state economic and work force development activities				
Develop strategic plans (e.g., 1-3-5 year) for implementation at school, district, local, and state levels				
Provide technical assistance to local partnerships and stakeholders				
Provide transportation and other support services				
Conduct labor market research and analysis				
Evaluate, monitor, and revise school-to-work system continuously				
Leverage resources to institutionalize system				
Serve all students and provide equal access				

Appendix E

SAMPLE Local Resolution Supporting School-to-Work Partnerships

WHEREAS (YOUR LOCAL BOARD NAME) provides educational leadership in (YOUR COMMUNITY NAME) community; and

WHEREAS (YOUR LOCAL BOARD NAME) has recognized as a priority the importance of assuring the opportunity for all Ohio high school graduates to make a successful transition to work or postsecondary education; and

WHEREAS (YOUR LOCAL BOARD NAME) local board of education supports Ohio's School-to-Work mission of "ensuring that every Ohio student graduates from high school and beyond with the knowledge and skills needed to succeed in the ever-changing world of work — and is prepared for lifelong learning;" and

WHEREAS the School-to-Work vision is firmly based on the premises that School-to-Work is not a program, it is a system with a new approach to the delivery of knowledge and skills connecting education and the real world; and

WHEREAS (YOUR COMMUNITY NAME) community is in the process of designing effective School-to-Work plans by building public and private partnerships that forge connections among our education and work-force development systems and unite schools, parents, business and industry, organized labor, community-based organizations, and higher education; and

WHEREAS (YOUR LOCAL BOARD NAME) local board of education urges the (YOUR COMMUNITY NAME) community to become active participants in state, regional, and local School-to-Work plans and initiatives, and be prepared to provide every student with the opportunity to be educated through applied learning that allows students to relate knowledge and skills learned in the classroom to tasks and situations that occur in real life; Therefore, Be It

RESOLVED, that on (DATE) the community of (YOUR COMMUNITY NAME) does hereby pledge support for the School-to-Work mission; and Be It

FURTHER RESOLVED, that the leadership for the community of (YOUR COMMUNITY NAME) does hereby pledge to become actively engaged in School-to-Work planning activities at the local and regional level.

Signed,

_____ _____

_____ _____

Resources

The Ohio School-to-Work Office
131 N. High Street, Suite 500
Columbus, OH 43215
(614) 728-4630
world-wide web site: *http://www.ohio-stw.com*
Ask for: *Partnership Resource Directory*, 1996

Glossary, 1996

Connections: Linking Ohio's Classrooms and Workplaces, Volume 1, 1996

Ohio Department of Education
65 S. Front Street
Columbus, OH 43215-4183
(614) 466-3430
world-wide web site:
http://www/ode.gov
Ask for: *The Journey to Success Resource Series*, 1996

Career Development Services
(614) 466-5718

Ohio Career Information System
(800) *700-OCIS or (614) 644-6771

Guidance, Counseling, and Development
(614) 466-4590

Division of Vocational and Adult Education
(614) 466-3430
Ask for: *Ohio's Future at Work: Beyond 2000*

SchoolNet Communities of Practice
(614) 728-8324
world-wide web site:
http://schoolnet.oecn.ohio/gov/schoolnet

Ohio Collaborative for Community Involvement in Education (OCCIE) Professional Development Center for Community Education
(614) 466-4231
E-mail: *pd_mullet@ode.ohio.gov*
Ask for: Brochure on *OCCIE Services*

Educational Improvement: A Training Model for Community Improvement

Business Advisory Councils
(614) 466-3430

The National School-to-Work Office
400 Virginia Avenue, S.W.,
Room 210
Washington, DC 20024
(202) 401-6222
Internet: ST-LC@ED.GOV
world-wide web site:
http://www.stw.ed.gov

National Association of State Boards of Education
1012 Cameron Street
Alexandria, VA 22314
(713) 684-4000
Internet: STW-LC@ED.GOV
world-wide web site:
http://www.stw.ed.gov
Ask for: *Framework for the Future: Creating a School-to-Work System for Learning, Livelihood, and Life*, 1995

Chief State School Officers
One Massachusetts Avenue,
Suite 700
Washington, DC 20001-1431
(202) 408-5505
Ask for: *American Issues for School and the Workplace*, 1995

The Challenge of Linking Plans for School-to-Work Opportunity Systems, 1995

Youth Preparation for Employment, 1995

National Alliance of Business
1201 New York Avenue, NW
Suite 700
Washington, DC 20005-6143
(202) 289-2888
world-wide web site:
http://www/bcer.org
Ask for: *A Pocket Guide for Employers: Six Driving Principles of School-to-Work*

Foundations for Life: A Blueprint for Better Business and Stronger Communications through School-to-Work

School-to-Work at Work Resource Kit

Ohio's BEST (Building Excellent Schools for Today & the 21st Century)
68 N. High Street, 4th Floor
Columbus, OH 43215
(614) 469-1200

The Ohio Business Roundtable
41 S. High Street, Suite 2240
Columbus, OH 43215
(614) 469-1044

State Board of Education

Virginia Milner Purdy, Leesburg,
President

Oliver Ocasek, Northfield,
Vice-President

Virginia E. Jacobs, Lima
Martha W. Wise, Avon
Diana M. Fessler, New Carlisle
Melanie Bates, Cincinnati
Anita M. Tighe, Concord Township
Marie S. Pfeiffer, Columbus
Arline Smith, Sugarcreek
Vincent D. Pettinelli, Dublin
Virgil E. Brown, Jr., Shaker Heights

Appointed Members At-Large
Richard E. Baker, Hollansburg
Dwight H. Hibbard, Cincinnati
Gail M. Nolte, Cincinnati
Joseph D. Roman, Fairview Park
Emerson J. Ross, Jr., Toledo
Michael A. Schultz, Defiance
Jennifer L. Sheets, Pomeroy
Jo Ann Thatcher, Portsmouth

For more information, contact:

Ohio Department of Education
Vicki Melvin
65 S. Front Street, Room 907
Columbus, Ohio 43215-4183
614-466-3430

School-to-Work Crossfunctional Team

Brad Carleton
Ray Cook
Kristen Cox
Jeanne Daniel
Lawrence Dennis
Janet Durfee-Hidalgo
Cindi Gahris
Wanda Harewood-Jones
Karen Heath
Harrison Dale Jackson
Charlotte Jones-Ward
Ike Kershaw
Jo Kister
Ben Lavin
Vicki Melvin
Mary Ellen Murray
John Nichelson
Barb Nicol
Spencer Northup
James Romich
Marilyn Roseberry
Frank Schiraldi
Diane Shock
Susan Streitenberger
Gene Todd
Marilyn Troyer
Ed Whitfield
Jim Wiblin

Ohio School-to-Work Office
131 N. High Street, Suite 500
Columbus, Ohio 43215
614-728-4630

Keith Brooks
Cindy Bunfill
Linda Dermondy
Shannon Gordon
Harrison Dale Jackson
Shirley Moore
Susan Streitenberger
Sean Thomas
Gene Todd
Gary Welis

Ohio School Boards Association
Warren G. Russell
700 Brooksedge Boulevard
Westerville, Ohio 43086-6100
614-891-6466